

Character education management model based on multiple intelligences

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ABSTRACT: This study aimed to develop a management model of character education upon the students of junior high schools based on multiple intelligences. This model should give a large autonomy to the schools to manage the character education from planning, implementation and monitoring and evaluation. The method used is the development of the model referred to Borg & Gall model. This research has developed a guidebook of the character education management include: (1) Book I of the basic concept based education management of multiple intelligences; (2) Book II of the guidelines for developing and implementing character education program based on the multiple-intelligences; and (3) Book III of the guidelines for monitoring and evaluation of character education management based on multiple intelligences. Management model of character education in schools covers four activities as follows: (1) inbound activity, (2) outbound activity, (3) integration activity by learning and (4) habituation.

1 INTRODUCTION

Indonesia has a big problem about the moral of its community. Child sexual abuse, corruption in most institutions, students brawl, increasing of usage of drug and alcohol among the teenager is only some of the problems that this country faced. This condition has an impact on the decreasing level of public confidence in educational institutions. Sumarta (2013) asserted that our national education tends to emphasize only the formation of the thought intelligence and ignore the intelligence of feeling, the intelligence of mind, and the intelligence of heart (conscience). The implications are enormous to bear the smart-brained humans who excel in academic quantitatively, but they don't have the mind intelligent and at the same time are very contradictory with the moral values of the nation.

The result of Malihah's research (2012) illustrates that the respondents have the greatest tendency to assess negatively upon the current Indonesian people whom tends to act negatively such as: (1) selfish, and ignorance; (2) weakening of patience and recumbency; (3) the diminution of religious and social values and norms with tendency to justify any means; (4) the diminution of the value of nationalism; (5) lack of respect for the own country by choosing to buy foreign products; (6) less optimizing

of the self-potential; (7) lack of confidence; and (8) inconsistent and undisciplined in time.

These symptoms describe that the education needs revitalizing in all fields in order to achieve the objectives effectively. If it refers to the concept of "taxonomy bloom" then, there are three domains that must be implanted to the student; the cognitive domain, affective domain, and psychomotoric domain. cognitive domain is a science and technology-oriented, the affective domain is related to attitude, morality, spirituality and character, and the psychomotor domain is related to the procedural and mechanical skill. However, in the reality of learning in school, the cognitive and psychomotor domains are only attempted to be balanced in the implementation level, whereas the affective domain is neglected. So, the result is that the students have their hard skills, but they are poor in the soft skills. The result of Zabaer's research as cited in (United States Agency for International Development 2010) shows the hard skill aspect of education curriculum is about 90% while the soft skill aspect is only about 10%.

The impact of this condition is appear on educational output where students have the high intellectual ability, smart, become class champion, and lacking in interaction and cooperation skills, having the selfish tendencies and being introvert. In terms of psychologists and neuroscience mentioned that our

education is more emphasis on aspects of intellectual intelligence and ignore aspects of emotional and spiritual intelligence. On the other hand, the result of Boyatzis et al. (1999) concludes that the contribution of intellectual intelligence to make person success is maximal 20%, while 80% is influenced by aspects of emotional and spiritual intelligence.

According to William Bennett as cited in Adinda (2014), the school was an educational institution that has a role and responsibility for forming the children character education. This is especially important for students who do not get character education utterly in their surroundings and families. Therefore, the role and contribution of teachers is very dominant because the students really need guidance in dealing with the problems that occur in the community. School has responsible to educate the students to become intelligent, smart, and have positive characters as expected by their parents. However, it seems the idea of character education is only merely in the level of concepts that are stored in the mind of educators and only becomes a commodity of educational issue.

Character is attributes attached to the personality in the form of attitude, mindset, competence and commitment. There are positive characters and negative characters. The positive characters involve intellectual intelligence, emotional intelligence, and spiritual intelligence. Intellectual intelligence refers to the speed and accuracy of understanding and solving problems. Emotional intelligence refers to personal and interpersonal skills that possess empathy, ability to express and understand feelings, ability to control anger, independence, perseverance, loyalty and respect. The spiritual intelligence refers to noble traits and the humanity values is the foundation required for maximizing the IQ and EQ functioning, and it becomes the highest intelligence of human.

To support the positive character of the students, the school must respond to the reality by managing the character education to strengthen the ethos transformation effectively.

This research is expected to be a model of character education management in schools nationwide to realize the gold generation towards 100 years of Indonesian independence in 2045.

2 LITERATURE REVIEW

2.1 Character education

Kemendiknas (2010) describes the main design of character education through character configuration in the context of the totality of psychological and socio-culture processes can be grouped into; feeling

(spiritual and emotional development), thinking (intellectual development), sport and kinesthetic (physical and kinesthetic development) sense and intention (affective and creativity development). Character is human attributes attached to personality in the form of attitude, mindset, competence and commitment.

Character dimension consists of attitude, mindset, competence and commitment. Attitude is the habit of individual or group of society in the form of thought, action and positive habitual. ESQ is needed to reach the levels of positive act and habitual. A positive habitual attitude is the best characteristic attitude that is supported by the synergy power of intelligences of the students. Mindset is a way of thinking to understand and solve various problems. There are a practical scientific mindset (*commonsense*), theoretical (rational and empirical), and essential scientific (supra rational and intuitive). Practical science is supported by IQ, and to arrive at practical scientific mindset and essential scientific, it should be supported by ESQ. Essential scientific is the best mindset character with the good IESQ support.

2.2 Multiple intelligences

Multiple intelligences in this research is interpreted as a skill in developing knowledge and skills optimally by synergizing intellectual, emotional, and spiritual intelligence to achieve the glorious success. In terms of character education management, students are expected to be able to transform ethos through educational process that emphasizes the synergy of IQ, EQ and SQ (multiple intelligences) in school. This is important to be understood comprehensively by the students to reach the intact character.

Some examples can be adopted from some research and survey results about the most successful corporate leaders in the world (Boyatzis & van Oosten 2002, Berman 2001). In his study found 14 characteristics of the main characters of the 1700 most successful CEO in the world as follows: (1) honesty, (2) can be trusted, (3) discipline and on time, (4) adaptable, (5) being able to work with superior, (6) being able to accept & perform obligations, (7) having a strong motivation for success, (8) having mindset that he is valuable, (9) being able to communicate and listen positively, (10) being able to work independently with minimal supervision, (11) being able to solve personal problems & professions, (12) having the basic skills (intelligence), (13) being able to read with adequate understanding and (14) understanding the basics of arithmetic. These fourteen characters indicate how important it is to

strengthen school culture based on multiple intelligences to produce students with the intact character.

2.2.a Intellectual intelligence

Intelligence is one of the popular psychological terms in society and is often linked directly to innate factors. Gardner (2011 p.29) "*Intelligence is the ability to solve problems or fashion products that are of consequence in particular setting or community*". Defined as the ability to solve problems based on the settings and the community in particular. Crow & Crow as cited in Murphy (1998) assert that intelligence is often associated with memory, reasoning and problem solving

Stoddard as cited in Masaong (2011) explains some characteristics of intellectual intelligence as the ability to understand the problems are characterized by: (1) contains difficulties, (2) complex, (3) abstract, (4) economical, (5) directed at a purpose, and (6) comes from the resource. In the context of character education based on multiple intelligences in school, the intellectual intelligence of students has the function to create character values such as critical thinking, analytics, and rational developing optimally within the soul of the student.

2.2.b Emotional intelligence

Emotional intelligence was defined as the ability to "listen" the emotional whispers, and make it a very important source of information to understand oneself and others to achieve a goal (Agustian 2006). Emotional intelligence was defined as the ability to feel, understand, and effectively apply the power and emotional sensitivity as a source of energy, information, connections, and human influences (Cooper & Sawaf 2002). Emotional intelligence includes; (1) personal skills; self-awareness, self-regulation, motivations; (2) social prowess; empathy and social skills (Goleman 2001). In the context of character development, emotional intelligence is defined as an effort to nurture the students to have the high self-sensitivity and social sensitivity. Students are educated to be able to develop their emotional intelligence as a source of values of self and social character.

2.2.c Spiritual intelligence

Spiritual intelligence is also very important for students. Spiritual intelligence is the necessary foundation for the effective functioning of intellectual intelligence and emotional intelligence (Masaong 2016). Khavari stated that spiritual intelligence is an inspired mind, encouragement, and effectiveness in which we are all part of it (Agustian 2006). For that reason, spiritual intelligence is the intelligence of the

soul, a new level of consciousness based on the interior of the self-connected with wisdom outside the ego or conscious soul, which helps human heals and builds their soul completely, whereby human not only recognizes the values that exist, but more creative to discover other new values.

3 RESEARCH METHODOLOGY

This research is a development research. A development of character education management model for strengthening the ethos transformation based on multiple intelligences. This model refers to the opinion of Borg & Gall (2003) consisted of five steps, namely: (1) conducting analysis of products to be developed, (2) developing the initial product, (3) expert validation and revision, (4) small-scale-field trial and product revisions, and (5) large-scale-field trial and end products. In the second year of this study aims to produce a guidebook as research product of development model that shown at the roadmap as follows:

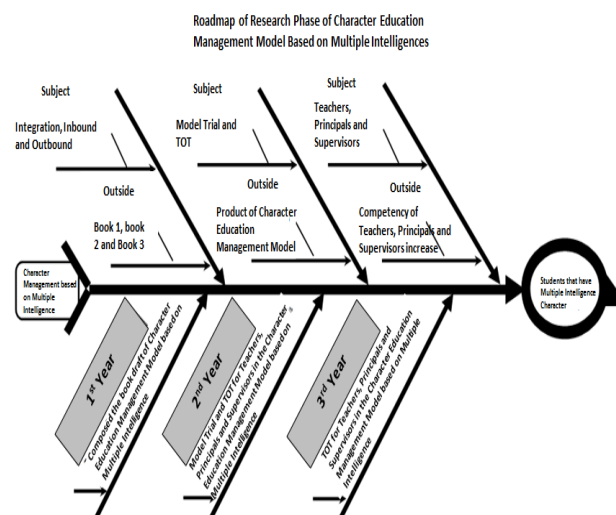


Figure 1. Roadmap of research phase of character education management model based on the multiple intelligences.

4 RESULTS AND DISCUSSION

The development model of character education model based on multiple intelligences (IESQ) in this research can be seen in the following diagram:

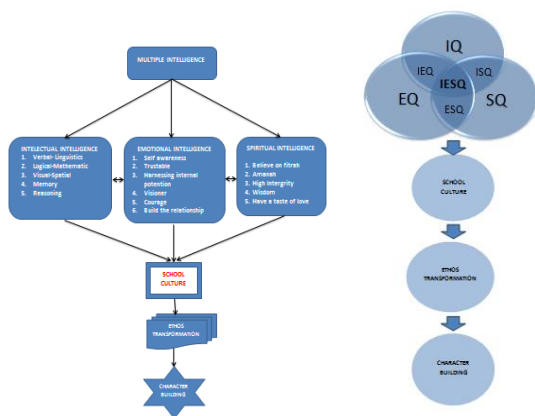


Figure 2. Conceptual diagram of character education development model based on multiple intelligences.

Transforming process of the students' ethos based on multiple intelligences is as one of the strategic goals of character education in schools. For it is related to efforts to create a "blueprint" of the self-transformation of the students in a greater way. The character development of students is aimed to create transformation ethos based on the intellectual, emotional and spiritual intelligence (IESQ) that having a good synergy. Values are fundamental ideas in accordance with the desired, which is considered good and correct by most members of the organization (Vender et al. 1990). These are meant to the values of good school organization and culture. Values and beliefs as a philosophical foundation at schools. According to Cadwell & Spink (1993) values and beliefs in schools have an impact in gaining the excellence of schools, namely; quality, effectiveness, equality, efficiency and empowerment.

Goleman (1995) asserts that every intelligence has its own domain that capable to work partially and also work in a synergy. The role of schools to produce students with a strong and intact character is to provide education that be able to strengthen the synergy of intelligence.

School culture includes philosophy, point view of life, values, symbols, organizational design, pattern of relationships between organizational work units in school. It also deals with the transformative values developed in school. The development of the characters of students managed professionally has an impact on the creation of school culture whether the grades, symbols or the school activities. For example, an excellence school culture is produced from the result of the development of transformative values inside and outside the classroom. School culture is in the form of values, school symbols, school activities that reflect the development of character through the educational process. The values of religiosity and the values of local culture can develop in

school as the basis for the way of thinking, feeling and acting of the students to achieve the great achievement.

The explanation of the establishment of school culture sourced from the values of multiple-intelligence characters aimed at improving student achievement can be seen in the following figure:

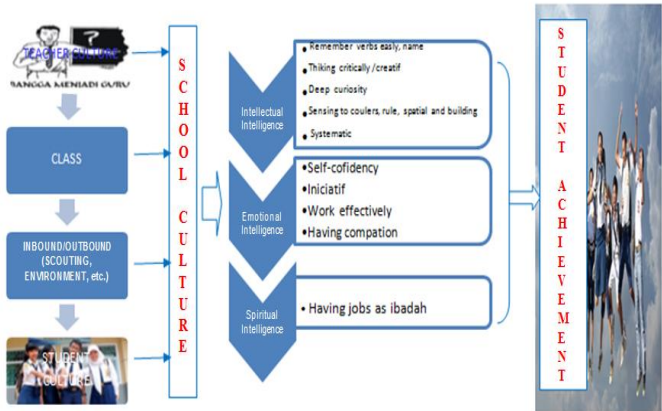


Figure 6. Diagram of school culture development based on multiple-intelligences led to student achievement.

The management model of character building based on multiple intelligences developed in schools included four stages: (1) inbound activities, (2) outbound activities, (3) integration of character education into subject matter; (4) habituation activities. The model design of the implementation of the activity is described as follows:

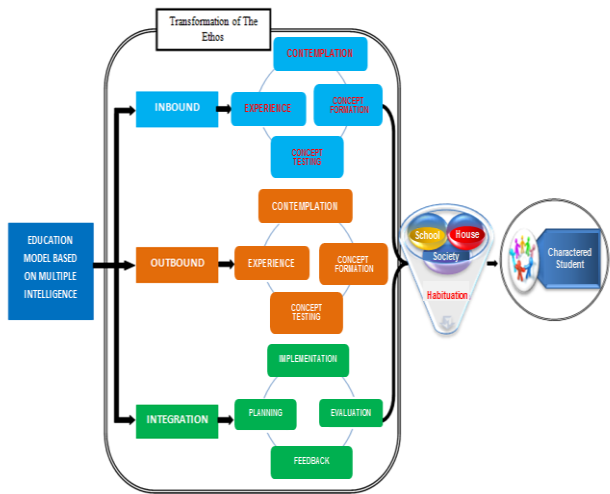


Figure 7. Development design of implementation management model of character education based on multiple-intelligences.

4.1 Inbound activities

Inbound was implemented in several types of activities options such as game using tools or without tools to test the intelligence, and dexterity of the students in solving problems encountered. Inbound activities werw carried out through the stages of planning, implementation, evaluation and feedback.

Implementation of inbound activities in applying the value of characters based on multiple-intelligences can be described as follows:

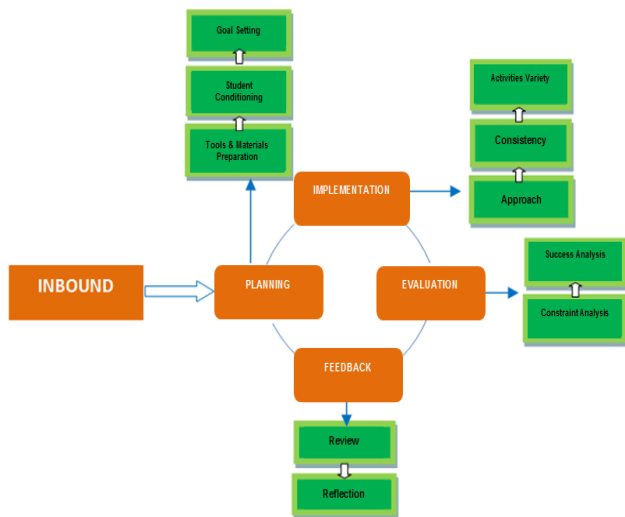


Figure 8. Inbound activity in applying the value of character based on multiple intelligences.

4.2 Outbound activities

Implementation of outbound activities designed through scouting, Red Cross Youth and Student Health Unit, environmental based sanitation, and the development of talent in leadership includes: building school vision tower, standing in pairs, walking with ballon in group, and playing hand ball. Each activity had several sub activities and everything was designed practically so it was easy to serve as teacher guidance in the process of the outbound activities. The value of characters developed in each activity also is varies according to the substance of the activities that the students follow. The more varied the activities they followed the more varied the value of character based multiple intelligences they get in each of these activities.

Implementation of outbound activities in applying the value of character based on multiple intelligences can be described in Figure 9:

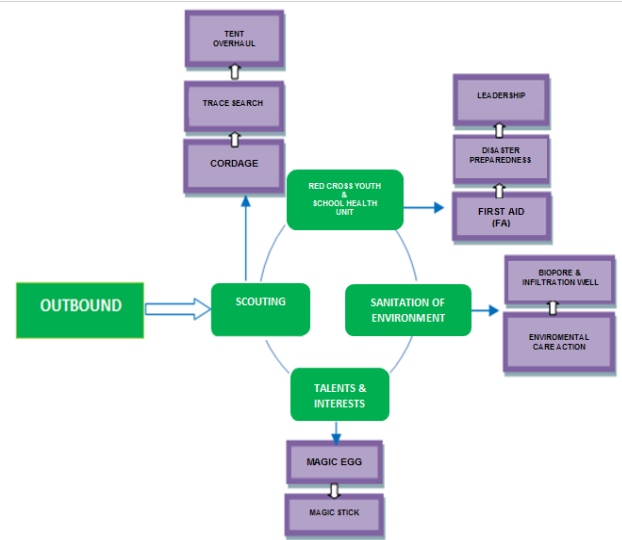


Figure 9. Outbound activities in applying the value of character based on multiple intelligences.

Some of the activities were carried out in outbound activities were scouting activities, Youth Red Cross and Student Health Unit, environmental-based sanitation, and talent and interest development of the students. The planting of character values based on multiple intelligences developed through inbound and outbound activities could generate some positive contributions in improvement the quality of students' character in junior high schools.

4.3 Integrative activities on teaching

The development of character values based on multiple intelligences in the subjects was done in order to make the schools teachers, through the planning contained in the theme or sub theme of each subject and listed in the Learning Implementation Plan (called RPP), had a reference in implementing it in the class. The integration of character values in learning plan was actualized through the learning process using contextual learning models such as jigsaw, think pair share, round table, Student Team Achievement Divisions (STAD). Teachers could also use a scientific approach such as problem based learning, project based learning, discovery learning and other approaches that were stimulating the students to conduct learning activities proactively and independently. Integrating the values of character based on multiple intelligences in learning was described as follows:

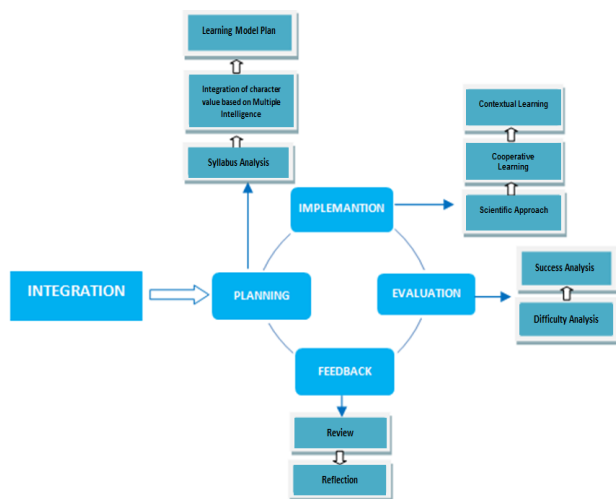


Figure 11. Integration of character values based on multiple intelligences in learning.

4.4 Habituation activities

The problem that was often experienced in school is the lack of attention to the aspect of habituation for sustainability program. Though these activities are very important to strengthen the character of students as well to measure the success rate of character education management in schools. Activities undertaken at the inbound, outbound, and subject integration theoretically and practically will be seen in the habituation activities. The effectiveness of the program of habituation activities will have a very positive impact on the transformation of ethos of students so as to produce educational output of strong character.

5 CONCLUSION

This research is a development of management model of character education based on multiple-intelligences with the aim to strengthen the students' ethos in all junior high schools in Gorontalo and Indonesia. The development of this model becomes an alternative to improve the quality of character education at the schools based on the whole learning management system. The integrity of character education management for strengthening the ethos transformation was achieved through the inbound, outbound, integration and habituation activities in schools.

The development of this model contributes to the compilation of guidebooks of character education management based on the multiple intelligences for the strengthening of student ethos transformation which includes: (1) Book I of basic concepts of education management based on multiple intelligences; (2) Book II of program design and implementation of character education management based on multi-

ple intelligences; and (3) Book III of guidelines for monitoring and evaluating the management of character education based on multiple intelligences.

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